

Arts Education in Wisconsin Public Schools

• A PRELIMINARY REVIEW •

August 11, 2008

ARTS WISCONSIN

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MUSIC FOR ALL

Prepared by MUSIC FOR ALL

Arts Education in Wisconsin Public Schools

• A PRELIMINARY REVIEW

Did You Know.....

Every school district in the state serving grades 9-12 offers Art.

Student enrollment in Art in grades 6-8 is 148,825 students (75%)

Student enrollment in Art in grades 9-12 is 139,277 (48%)

Student enrollment in Music in grades 6-8 is 168,760 (88.5%)

Student enrollment in Music in grades 9-12 is 100,417 (34%).

Where Dance is offered, it attracts a greater percentage of student participation than Theater in grades 6-8.

The percentage of student enrollment in Music declines 73% between grades 6 and 12.

The more rural a community the more favorable the student participation levels and the Student/ Arts Teacher Ratio.

While overall student enrollment has remained flat, enrollment in Music and Art have both declined by more than 5% in the past 4 years.

Although still quite small, Theater and Dance enrollments have increased in the past 4 years.

Unless otherwise noted, the information and data used in the preparation of this report is from Wisconsin Department of Public Instruction and the Wisconsin's Information Network for Successful Schools (WINNS) database and obtained by request.

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www.musicforall.org/advocacy/documents/wisconsin.aspx

Arts Education in Wisconsin Public Schools

• A Preliminary Review •

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About the Report

Discoveries and Recommendations

The intent of this preliminary review is to *begin* to provide an understanding of the status of public school arts education programs in the State of Wisconsin. The project partners studied available data to see what there was to learn. This review has allowed us to gain some important insights regarding student participation in Art, Music, Theater and Dance; identify student/teacher ratios in these subjects' as well as explore the impact of geography and wealth on arts education. Through this process it has become clear that additional information is still needed to provide a thorough and comprehensive review. The long-term goal is to provide valuable guidelines for administrators, policy makers, organizations and parents as arts education continues to move into the future. The partners hope that this preliminary report is the catalyst to acquire the information needed for more complete and meaningful recommendations.

The Study Partners

Music for All, working in partnership with Arts Wisconsin and the Wisconsin Alliance for Arts Education, with essential assistance from Wisconsin Department of Public Instruction (DPI) and the Wisconsin Arts Board, conducted a review of the status of arts education as defined by DPI and the Wisconsin Education Standards. Using data made available from DPI for the 2006/2007 school year, the study tracked District-level information regarding arts courses in the disciplines of Art, Music, Dance and Theater, student enrollment by grade, teacher certifications and assignments in these courses. Longitudinal data from the 1999/2000 school year through the 2006/2007 school year was also reviewed to determine key trends over time. This information was then analyzed against additional data sources including a wealth index and geographic locale codes — as established by the National Center for Education Statistics and the US Census Bureau — to help identify additional trends regarding economic status or geographic impact on arts education. The data was then combined with proprietary data from the Music for All National Arts Education Database developed in partnership with MTD Marketing. The report that follows is the result of the preliminary analysis of this information.

Organizing District Data

In the state of Wisconsin there are 442 school districts. These districts are broken down by 72 Counties, 11 Locales, 12 Cooperative Educational Service Agencies (CESA). The evaluation was based on a review of student enrollment and course offerings by District and broken into two groups defined as: District Grades 6-8 (districts with schools serving one or more of grades 6 through 8) and District Grades 9-12 (districts with schools serving one or more of grades 9 through 12). Teacher assignments were reviewed and analyzed in these same two groups. For the purposes of this report, Districts reporting enrollment in any grade for a course were included in the course review. If a School District has grades 8 through 12, the information for grade 8 is included with the District Grades 6-8 analysis and the information for grades 9-12 is included with the District Grades 9-12 analysis.

A note about enrollment data: while enrollment in individual courses (such as Concert Band or Choir) accounts for unique students, the enrollment totals for all music courses (Concert Band and Choir) may be higher than 100% since some students are enrolled in more than one music course, and therefore are counted twice.

Limitations of the Study

Since this report is using District-level data we cannot make any judgement about individual schools. As has been seen in previous reports of this nature¹, disparities between schools may be masked when data is aggregated at the District level. A more thorough review based on actual school-level information is required to provide insight into individual school performance.

In Conclusion

Arts education has many benefits for children, the community, and society as a whole. The pursuit of a quality arts education for every child in the nation is a worthy goal. Like any good research, this preliminary report raises more questions than it answers. It is the hope of the authors and project partners that this report will be the starting point of a process that brings arts education to every child, in every school, in every community, across this state.

¹ New Jersey Arts Education Census Project, 2007. Disparity of arts education offerings were discovered within Districts performing well on the reports Arts Education Index.

Executive Summary

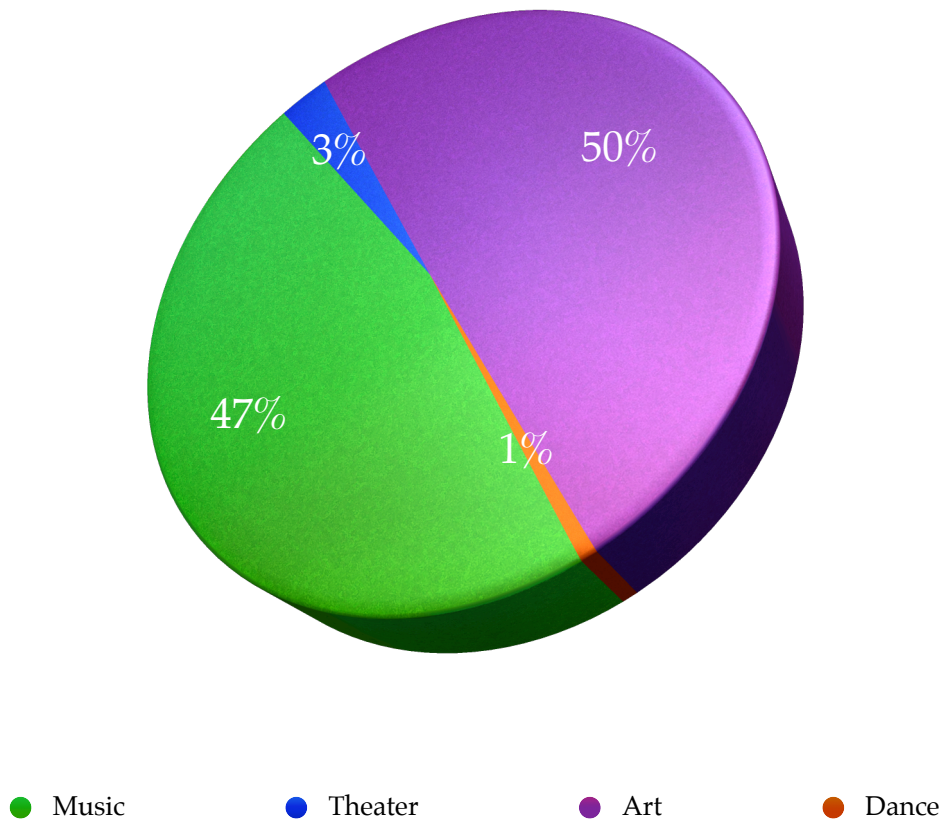
Statewide Overview

Arts education in the state of Wisconsin is at a crossroads. Music and Art are nearly universally available in both District Grades 6-8 and District Grades 9-12. Student participation levels in Music and Art in District Grades 6-8 are high, but the diversity of offerings is low. A wide array of course offerings in Music and Art is available in District Grades 9-12 – but overall student participation declines in these grades. In stark contrast, most students are afforded no opportunities to learn Dance and Theater. Significantly, the declining trend in the percentage of student enrollment in arts courses over the last several years is a cause for concern.

When comparing student/teacher ratios to indices for geographic location or wealth, rural communities exhibit more favorable student/teacher ratios. Compared to the same indices, there is no significant correlation between wealth and higher student participation rates, with the exception of higher Art enrollment in less affluent communities.

Of all students participating in an arts course, Music and Art are the most widely available and enjoy the most student participation of the four arts disciplines.

Arts Education Participation by Discipline
(percent of students who are enrolled in an arts course)



Access and Participation

District Grades 6-8 Overview

Most students in District Grades 6-8 have access to art courses and participation is high. There are 414 Districts that offer art courses, providing 96% of all students in District Grades 6-8 with access. Seventy-five percent of all students in this grade range across the state are enrolled in art programs. That said, the course offerings actually provided are limited. Of students enrolled in an art course, 80% participate in General Art/Design.

Music in District Grades 6-8 shows a similar level of access and participation. Music courses are offered by 97.4% of all school districts, representing 99% of statewide student enrollment. Of all students with access to programs, 89% participate in Music. Concert Band, General Music and Chorus are the main courses with student participation. However, the percentage of student enrollment in Music declines significantly between the 6th and 9th grades.

Dance and Theater, except in rare instances, are not available in District Grades 6-8. Where Dance is available, student participation at the middle school level is higher than Theater.

District Grades 9-12 Overview

Art education in District Grades 9-12 shows both a depth of program and diversity of offerings available to most students. All District Grades 9-12 report offering courses in Art. There are 139,227 students enrolled in art courses in District Grades 9-12 representing 47.66% of students. General Art/Design, Two Dimensional Art and Three Dimensional Art have the most student participation.

Access to Music courses in District Grades 9-12 is nearly universal. However, student participation levels continue to decline. In this grade range, 98.8% of all students have access to Music programs, yet, only 34% of all students (100,417) are enrolled. The decline in the percentage of student participation between the 9th and 12th grades is 23%. The programs with the highest percentage of student enrollment are Concert Band, Choir and Chorus.

Theater, while more present than in District Grades 6-8, involves less than 5% of ALL students in District Grades 9-12 across the state. Only 19.2% of all students have access to Dance – mostly in more urban districts – and only 1% of students participate.

Percentage of Student Enrollment

A key indicator of quality arts programs is the percentage of student enrollment (the number of students enrolled in an arts course as a percentage of the total student population of the measured grades). This preliminary review found that the percentage of student enrollment in arts courses (Music and Art) is lower in urban areas (as defined by the National Center for Education Statistics and the Census Bureau) and higher in the more rural parts of the state. A higher percentage of student enrollment is preferable.

Student/Teacher Ratios

A similar finding was discovered when exploring the Student/ Arts Teacher ratio (the number of students in a district divided by the number of teacher assignments in the arts). Once again urban communities had a higher Student/ Arts Teacher ratio (more students per teacher) and the more rural communities had a lower Student/ Arts Teacher ratio. A lower ratio is preferable.

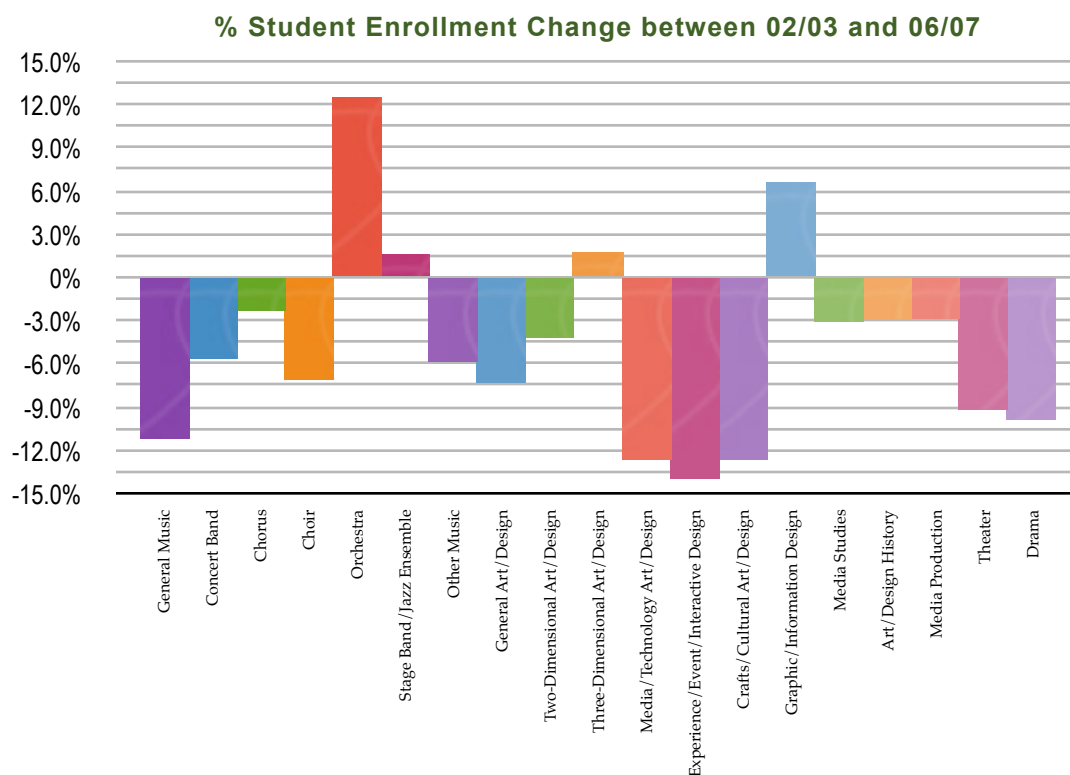
Community Wealth Index

Community affluence appears to have little or no influence on the percentage of student enrollment in arts education. The one surprising finding is that less affluent communities show higher participation in Art. Likewise surprising is a correlation between Student/ Arts Teacher ratio and the affluence of a community. Districts with a lower Wealth Index have a more favorable (lower) ratio than the more affluent communities. Why this correlation exists requires additional research.

Declining Participation Over Time

While the overall student enrollment in public schools has remained flat over the past several years, student enrollment in Art and Music across Middle and District Grades 9-12 has declined by more than 5%. Most of this decline begins in 2002 and 2003. Of equal concern is the decline in enrollment as students progress through the these grades, particularly in Music. When reviewing the arts courses with the greatest enrollments theses declines become more pronounced.

While identifying the contributing factors to the declining enrollment is not within the scope of this preliminary report, enrollment decline stands out as a significant issue needing further study.



Recommendation

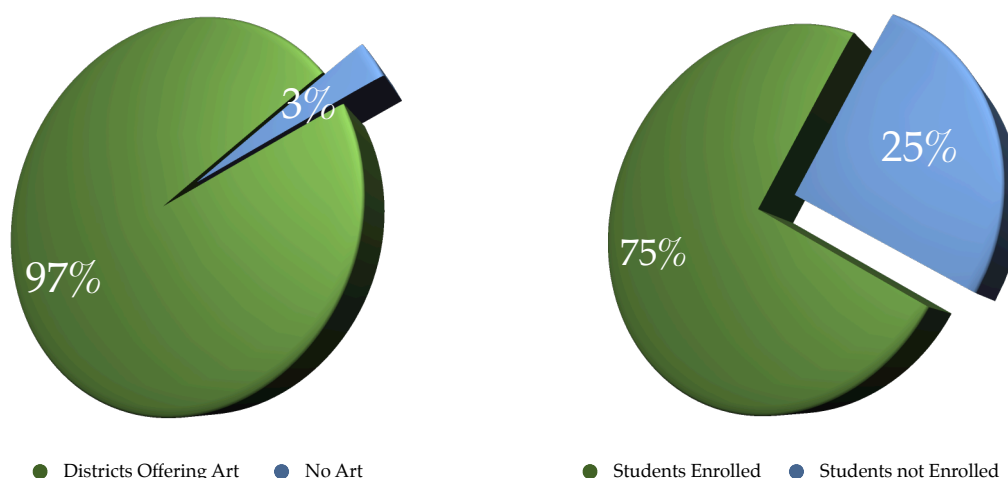
The state of Wisconsin, and its partners in the educational and nonprofit sectors, should establish an ongoing quantitative process to thoroughly understand the provision of arts experiences and opportunities in the educational system, as a component of a quality education for every Wisconsin student. It is our recommendation that a complete and thorough study of arts education at the individual school level be conducted to determine accurately the access to arts courses and equity of instruction. Specific attention should be focused on barriers to participation as highlighted by the declining enrollment uncovered in the report. Just as there is wide variation in availability, offerings and participation at the district level, the same will also be true at the school level. A complete picture of arts education cannot be developed without school-level data. Likewise, a complete understanding of issues such as access, equity and accountability requires a knowledge of what goes on at each and every school. A complete survey will also help determine the level of expenditure necessary to reach arts education goals, as well as to measure how community organizations are augmenting arts learning through partnerships with schools.

District Grades 6-8 Arts Education²

Music and Art are widely available in grades 6-8, although course offerings tend to be limited in the case of Art. Participation is largely influenced by the state requirement that all students in Grades K-6 must receive instruction in both subjects. Student participation begins to decline in both Music and Art with each passing grade. There is a strong correlation between student enrollment, Student/ Arts Teacher ratios and the type of community (Locale) served by a district. There is also a correlation between the wealth of a community and Student/ Arts Teacher ratios. With no state requirement, Theater and Dance have very little participation at this level.

ART – GRADES 6-8

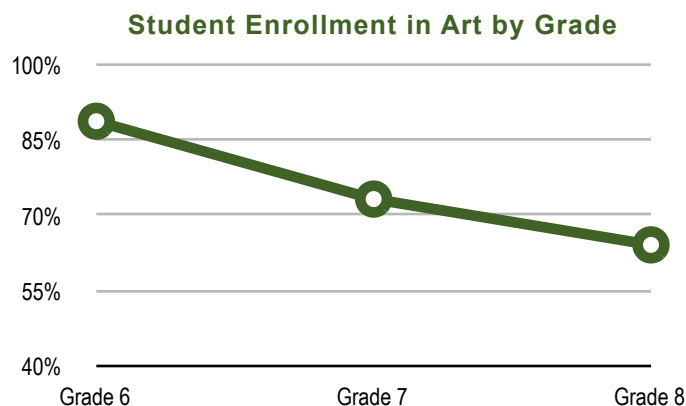
Access to, and participation in, art courses in District Grades 6-8 is high. The variety of course offerings provided are limited.



97% of all districts (414 of 427) offer art courses in grades 6-8 .

96% of all students in this grade range (148,825 students) have access to art programs, with 78% of those with access actually participating. In grades 6-8, 75% of all students across the state are enrolled in art programs.

² For the District Grades 6-8 analysis there are a total of 427 School Districts with enrollment in and of the grades 6, 7, or 8. The total number of students enrolled in these grades statewide is 190,801.

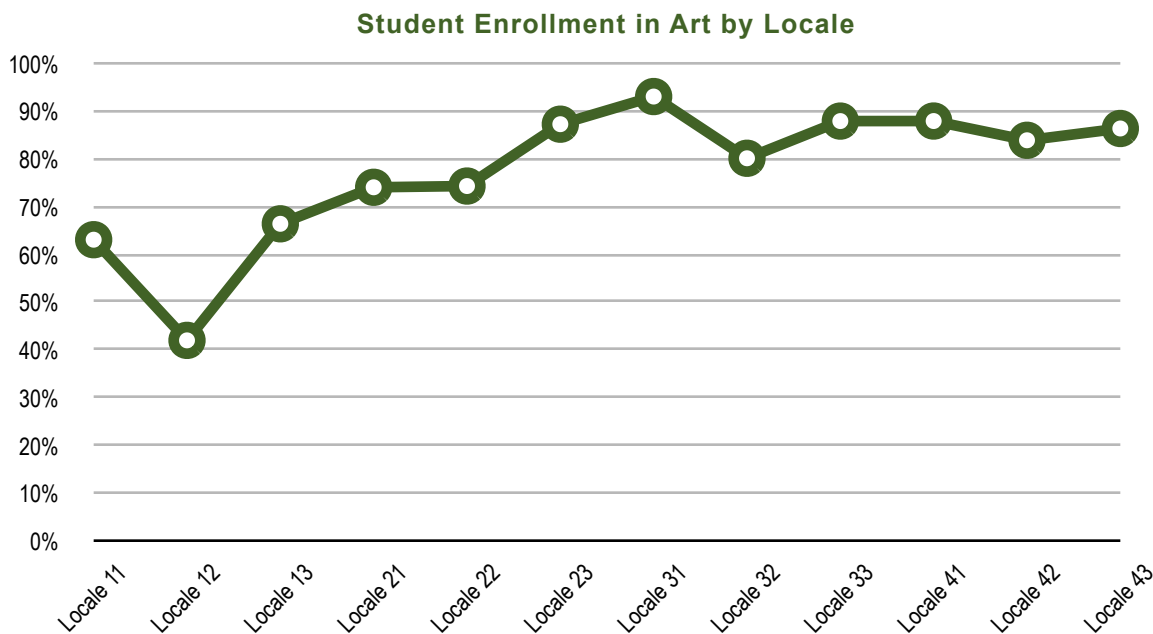


Declining Enrollment

89% of all 6th grade students are enrolled in an Art course. Participation declines 17% to 73.5% in grade 7 and declines an additional 12% to 64.38% by grade 8. The total decline of student participation between the 6th and 8th grades is 27%.

The Effect of Locale on Enrollment

A high percentage of student enrollment is a key indicator of a successful program. The statewide average for Art enrollment in District Grades 6-8 is 76%. When we compare student enrollment in Art to the community type (Locale³) of the district, we find that districts in and around urban areas have the lowest percentage of student Art enrollment – 63% for Locale 11 and 42% for Locale 12 versus rural communities, where the average reaches 88%. The more rural a school district, the higher the percentage of student enrollment in Art.



³ Communities are defined by Locale codes explained in Appendix 3 on page 30.

Art Course Offerings and Enrollment

The vast majority of Districts (81%) provide one art course, with 14% offering 2 or 3 courses and 5% offering 4 or more courses.

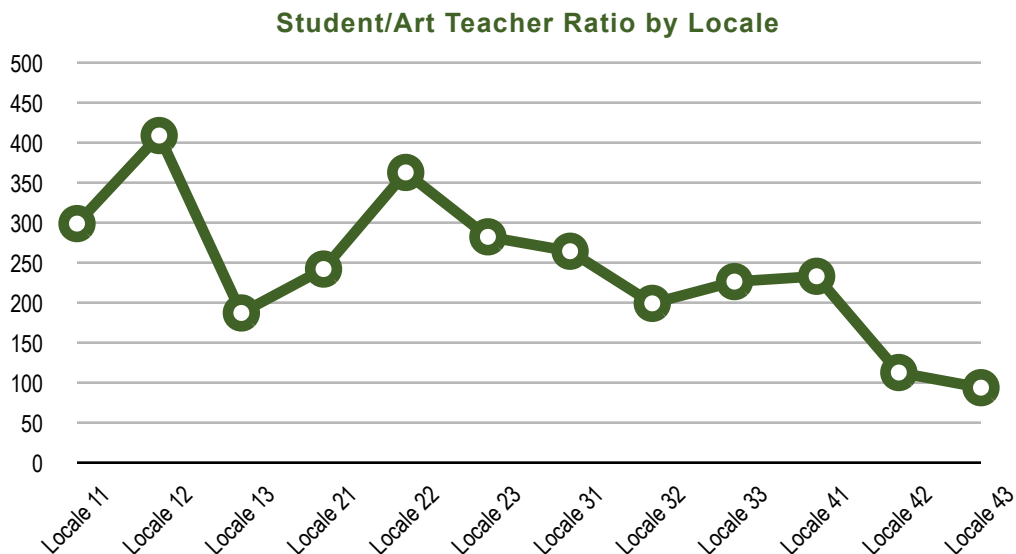
General Art/Design is the primary course offered in this grade span. Of all students enrolled in Art, 80% choose General Art/Design. No other course offering exceeds 5% participation.

Art Course Offerings in District Grades 6-8

Course	# of Districts	% of Districts	Art Enrollment	% of All Students
General Art/Design	387	93.48%	115,008	60.28%
Two-Dimensional Art/ Design	46	11.11%	7,225	3.79%
Three-Dimensional Art/ Design	39	9.42%	5,939	3.11%
Crafts/Cultural Art/ Design	25	6.04%	3,180	1.67%
Art/Design History	22	5.31%	4,303	2.26%
Media/Technology Art/ Design	17	4.11%	1,668	0.87%
Graphic/Information Design	11	2.66%	1,827	0.96%
Experience/Event/ Interactive Design	9	2.17%	3,323	1.74%
Product/Industrial Design	8	1.93%	1,026	0.54%
Architecture/ Environmental Design	1	0.24%	61	0.03%

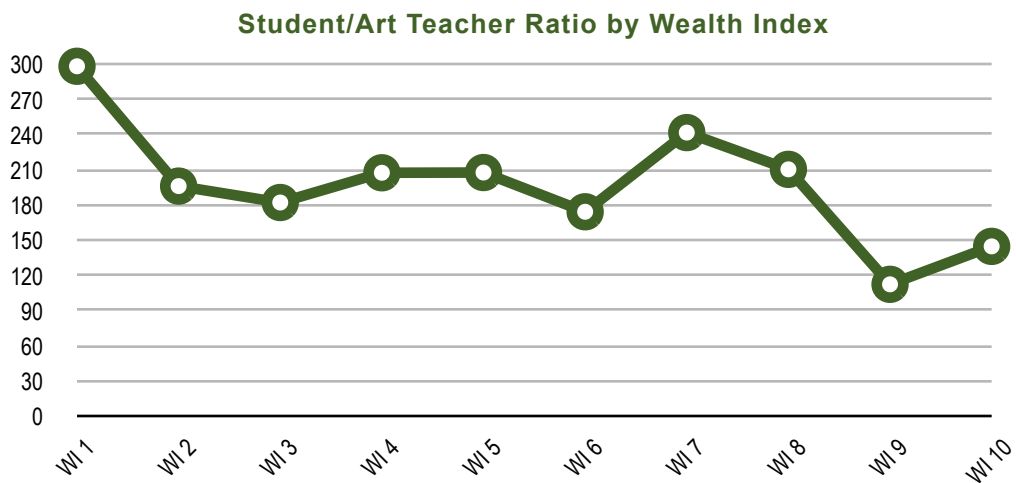
Student/Art Teacher Ratio

There are 960 Art Teachers with assignments in Middle School grades. This creates a state-wide Student/ Art Teacher ratio of 199 to 1⁴. School districts in the most urban settings⁵ have the highest Student/ Art Teacher ratio, averaging 329 to 1. As a rule, rural communities have lower ratios. The most rural school districts have the lowest ratios, averaging 87 to 1.



Effects of Wealth Index

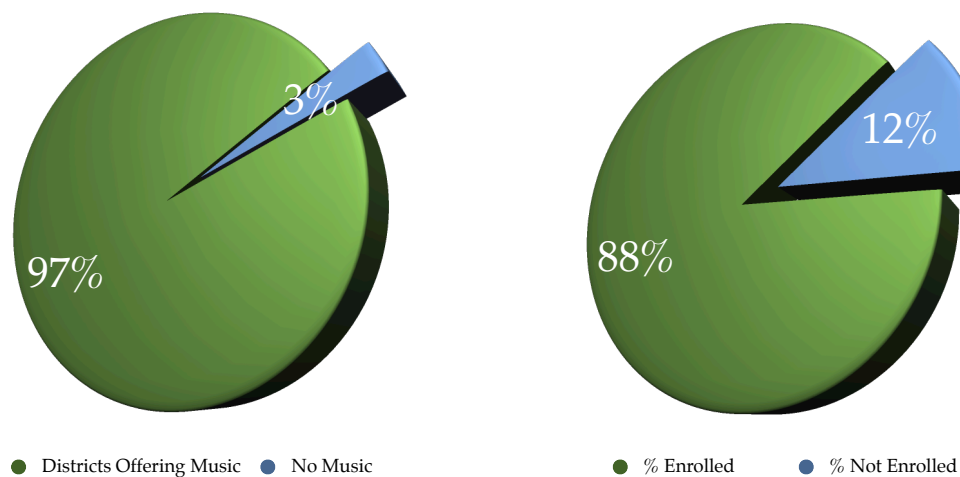
When exploring the relationship between the Wealth Index of Districts and Student/ Art Teacher ratios, a similar trend appears. Schools in more affluent communities have a higher Student/ Art Teacher ratio than schools in less affluent communities. WI 1 represents the most affluent districts and WI 10 represents the least affluent districts.



⁴ Student/ Art Teacher ratio is determined by dividing the total student population of the grades being examined (here it is all students in grades 6 through 8) by the number of teaching assignments for the subject (in this case, Art). A lower ratio is preferable.

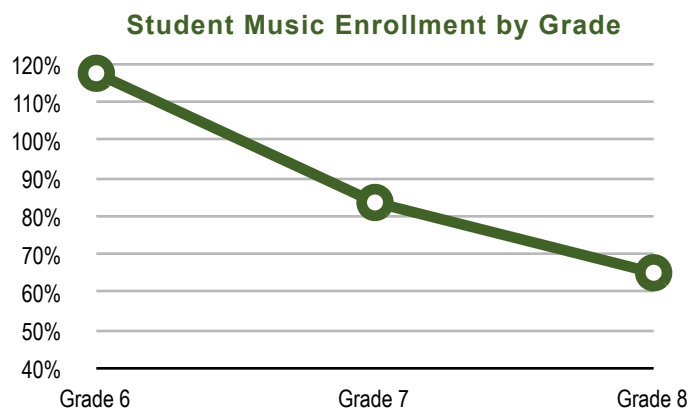
MUSIC – GRADES 6-8

Like Art, access to Music in the Middle School grades is nearly universal.



97.4% of all school districts (416 of 427) offer courses in Music to students enrolled in grades 6-8.

In this grade range, 99% of all students in the state have access to music courses. 88.5% of these students (168,760 students⁶) are enrolled in these courses.



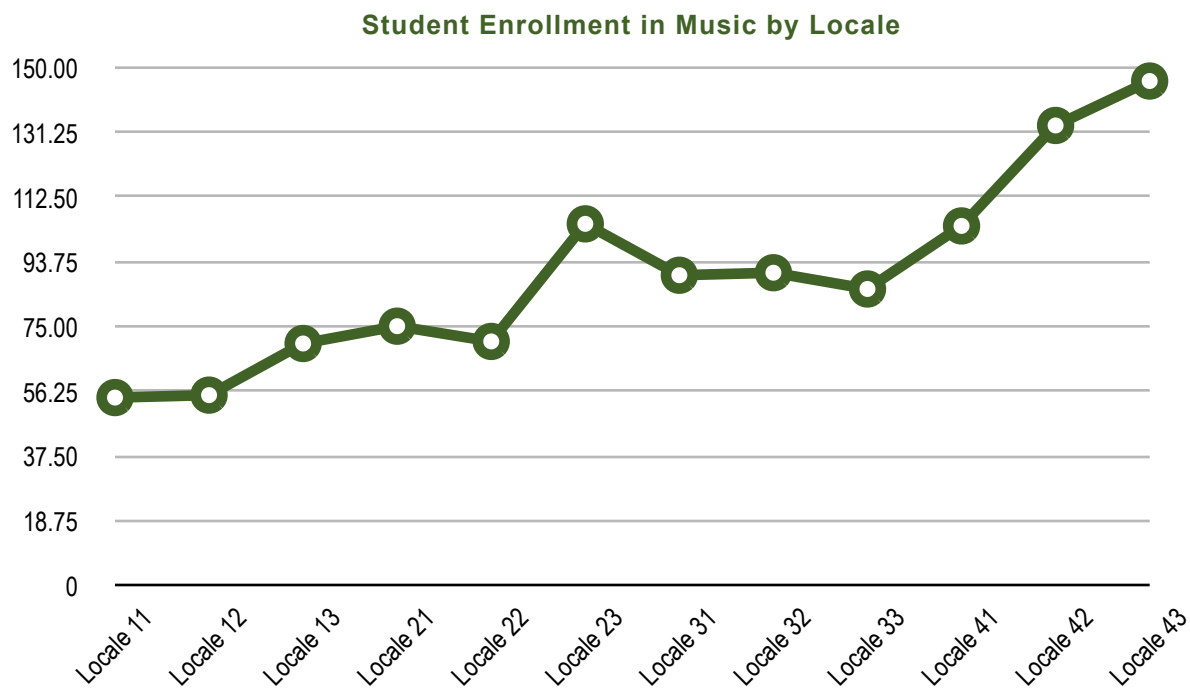
Declining Enrollment

There is a 118% enrollment rate in Music among 6th grade students in the state. As noted in the introduction, the number is higher than 100% since a single student may be enrolled in more than one music course and would be counted twice. Enrollment percentages decline 28% in grade 7 to 84% and an additional 22% to 65.5% in grade 8. The total decline in Music enrollment between the 6th and 8th grades is 44%.

⁶ Course enrollment may include students who are enrolled in more than one music course

The Effect of Locale on Enrollment

The statewide average percentage of students enrolled in Music for District Grades 6-8 is 88.5%. When we compare student enrollment numbers to the community type (Locale), districts in and around urban areas have the lowest percentage of student enrollment at 55% for Locale 11, versus rural communities where the average reaches 146% for Locale 43. As a rule, rural school districts have a higher percentage of student enrollment in Music. A higher percentage of student enrollment is preferable.



Music Course Offerings and Enrollment

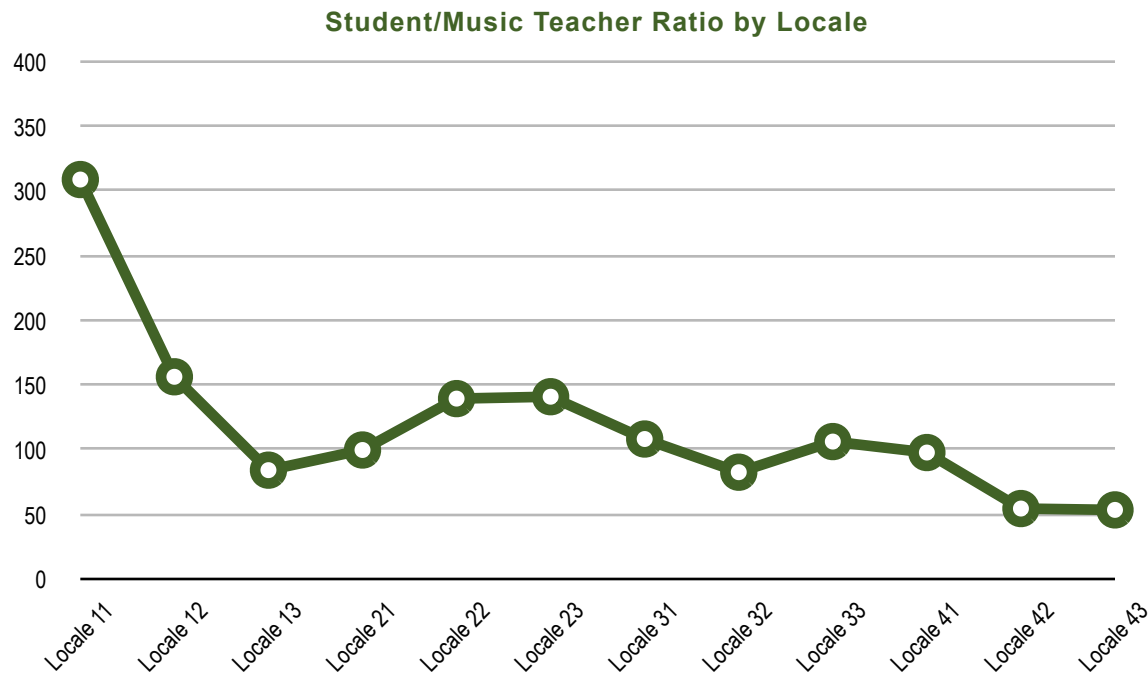
Unlike Art, the vast majority of districts (92%) provide more than one music course with 74% offering three or more different courses. Only 6% offer one course. Concert Band, General Music and Chorus are the most widely available courses and have the greatest enrollment. The following chart shows the breakdown for each music course offering including the number of districts providing the course, the percentage of districts offering, the number of students enrolled and the percentage of students participating.

Music Course Offerings in District Grades 6-8

Course	# of Districts	% of Districts	Music Enrollment	% of All Students
Concert Band	380	91.35%	49,519	25.95%
General Music	326	78.37%	47,121	24.70%
Chorus	267	64.18%	36,362	19.06%
Choir	132	31.73%	16,364	8.58%
Orchestra	79	18.99%	10,045	5.26%
Other Music	43	10.34%	2,812	1.47%
Stage Band/Jazz Ensemble	41	9.86%	2,627	1.38%
Music History/Appreciation (grades 7 - 12)	19	4.57%	1,408	0.74%
Guitar/Fretted Instrument	14	3.37%	773	0.41%
Swing Choir/Vocal Jazz	13	3.13%	525	0.28%
Keyboard	11	2.64%	624	0.33%
Handbells	6	1.44%	154	0.08%
Music Theory/Composition	3	0.72%	322	0.17%
Madrigal	1	0.24%	104	0.05%

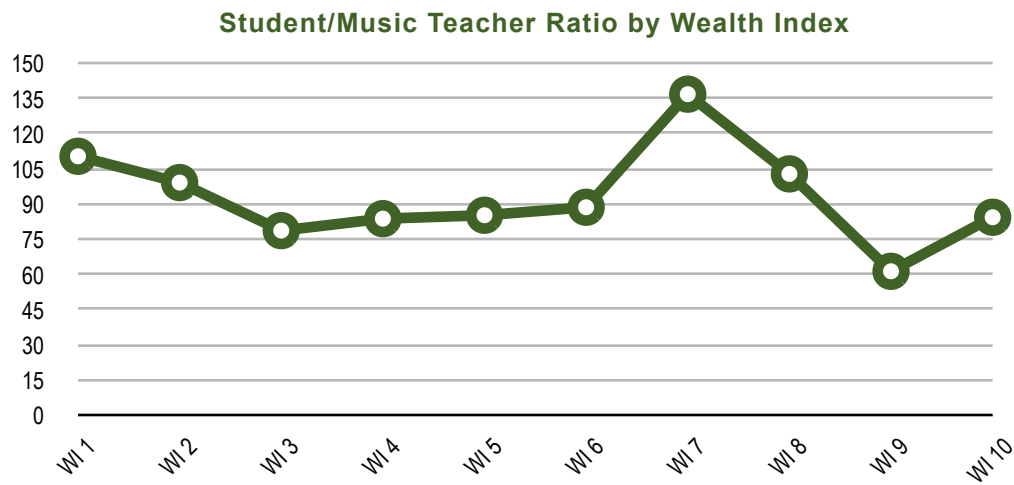
Student/Music Teacher Ratio

There are 2,025 music teacher assignments in District Grades 6-8 where enrollment is reported for the assignment. This creates a statewide Student/Music Teacher ratio of 94 to 1. Urban settings have the highest Student/Music Teacher ratio – 309 to 1 in Locale 11, for example. The most rural districts have the lowest ratio – 56 to 1 in Locale 43. This is a key finding for District Grades 6-8 Music.



Effects of Wealth Index

There is no correlation between the Student/Music Teacher ratio and the Wealth Index.



THEATER – GRADES 6-8

Theater offerings at the District Grades 6-8 level in Wisconsin are less likely to be available to students. Where Theater is offered, it consists of three courses: Drama, Play Production and Theater.

Of the 427 District Grades 6-8, only 34 Districts (7.96%) offer any theater courses. The student population of these districts is 46,934 students (24.6% of the total 6-8 population statewide). Only 7.5% of the students (3,307) in districts offering theater courses actually participate. Less than 2% (1.73%) of ALL students in these grades across the state participate in Theater. The states largest school districts: Milwaukee, Racine, Appleton and Madison make up nearly 2/3 of all Theater participation.

When we address the issue of access, 92% of all districts provide NO ACCESS to theater study. The result is that 75.40% of all students (143,867) have no access to theater instruction of any type.

Of the districts that reported offering theater courses, 25 reported offering Drama, with 10 providing Theater and only two districts providing Play Production/Stage Craft. Only three districts offering courses in Theater reported offering more than one.

DANCE – GRADES 6-8

Dance offerings in District Grades 6-8 are nearly non-existent. Less than 1% of districts from across the entire state, a total of only four districts, reported offering Dance. They are: Beaver Dam, Lodi, Milwaukee, and Tomah Area. These districts represent 10.75% of statewide student population in grades 6-8, meaning that 89.25% of all students in these grades have no access to Dance. As a result, only 1% of all students in this grade range (1,940 students) actually participate, with Milwaukee students representing 79% of all dance students. Of significance is the fact that where Dance is offered, a notable percentage of the student population participates. Of those students with access to dance courses, 9.46% of students choose to participate. This finding indicates that when students are provided access, Dance is more popular than Theater.

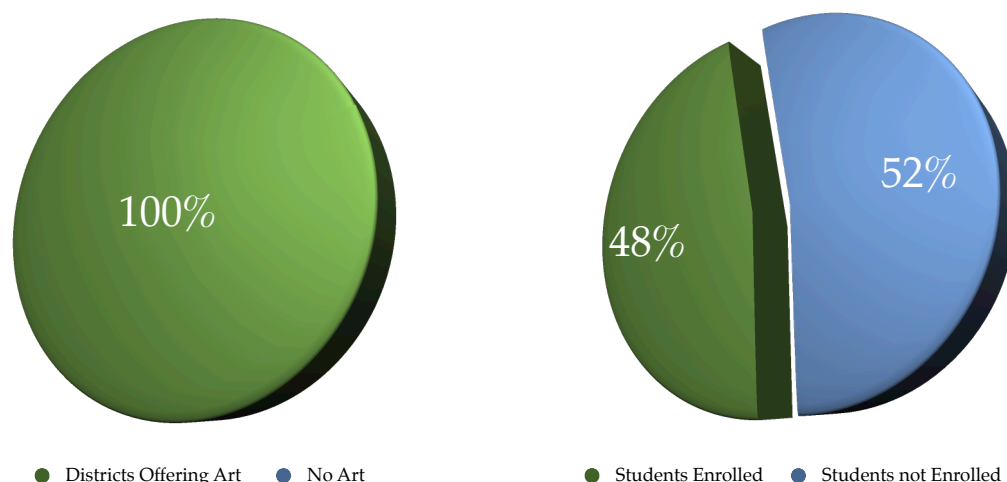
In the case of the Milwaukee Public Schools, there are more students enrolled in Dance than in Theater for this grade range.

District Grades 9-12 Arts Education⁷

Music and Art are almost universally available in grades 9-12, with a wider selection of course offerings. Music and Art are almost universally available in grades 9-12, with a wider selection of course offerings. Unlike district grades K-6, participation is not mandated in grades 7-12. However, all students must be offered opportunities to enroll in music and art courses each year that are supported by sequential curriculum plans with instruction provided by certified arts specialist. Participation levels in both music and art decline in grades 9-12 when compared to the participation levels in grades 6-8. There continues to be a strong correlation between student enrollment, Student/ Arts Teacher ratios and the type of community (Locale) served by a district. There is also a correlation between the wealth of a community and Student/ Arts Teacher ratios. While Theater and Dance participation increases in grades 9-12 over grades 6-8 only a small percentage of students are actually enrolled.

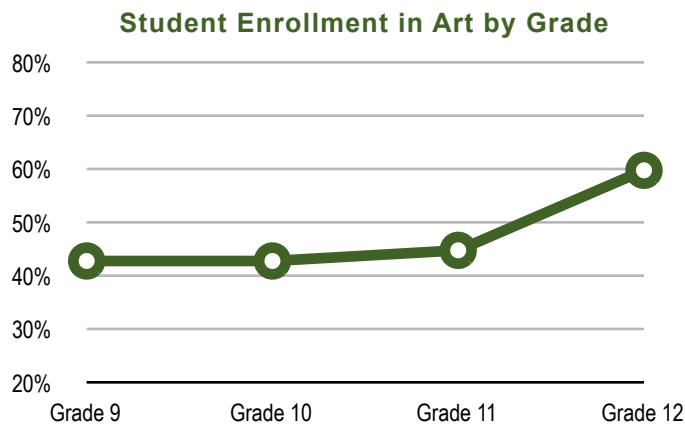
ART - GRADES 9-12

Art courses are made available to most of the states students in District Grades 9-12. Of the 385 District Grades 9-12 with enrollment in at least one grade all of them (100%) reported course offerings in Art.



100% of all students in this grade range have access to programs, with a reported student enrollment in all art courses of 139,227, or 48%.

⁷ For the District Grades 9-12 analysis there are a total of 385 District Grades 9-12 with enrollment in grades 9, 10, 11, or 12. The total number of students enrolled in these grades statewide is 292,100.

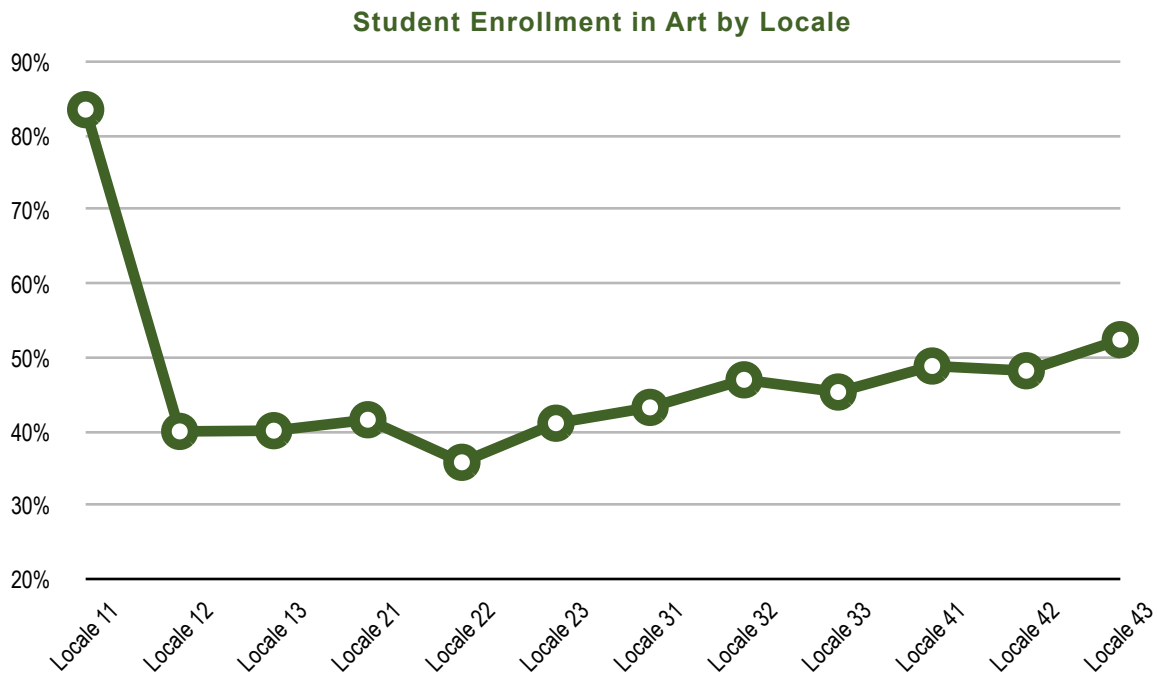


Increasing Enrollment

The percentage of student enrollment in Art courses is 43% for 9th and 10th grades. Participation increases to 45% by grade 11 and jumps to 60% by grade 12. This increase requires additional review.

The Effect of Locale on Enrollment

As noted in the District Grade 6-8 comments, the percentage of student enrollment is a key indicator of a successful program. When student enrollment numbers in Art are compared to the community type (Locale) of the district, we find that districts in and around urban areas have the lowest percentage of student Art enrollment (40% for Locale 12) versus rural communities where the average reaches 53% for Locale 43. The notable exception to this finding is Milwaukee, where enrollment in Art courses is reported at 80% of total enrollment. This finding is worth additional review to understand what is driving this level of participation. With the exception of Milwaukee, the more rural school districts exhibit a higher the percentage of student enrollment in Art.



Art Course Offerings and Enrollment

Availability of art courses becomes much more diverse at the District Grades 9-12 level. Unlike District Grades 6-8, where the most widely available course is General Art/Design, options increase with a greater number of districts providing more than one offering. Also unlike District Grades 6-8, 80% of District Grades 9-12 provide three or more courses, with 5% offering 4 or more courses. Only 15% offer just 1 or 2 art courses .

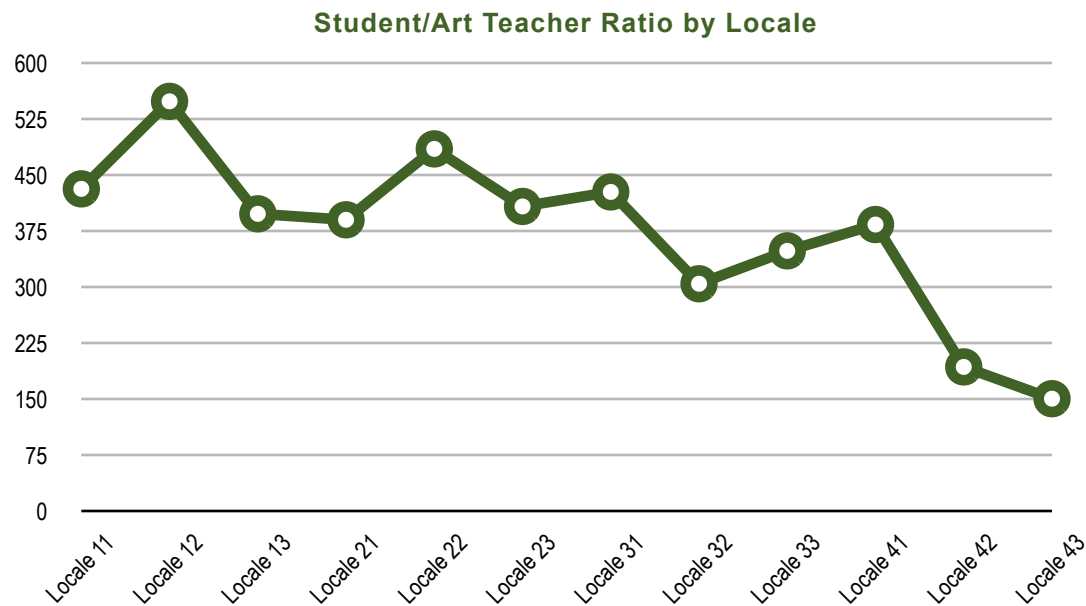
Art Course Offerings in District Grades 9-12

Course	# of Districts	% of Districts	Art Enrollment	% of All Students
General Art/Design	316	82.08%	37,161	12.72%
Two-Dimensional Art/Design	296	76.88%	26,989	9.24%
Three-Dimensional Art/Design	285	74.03%	26,088	8.93%
Graphic/Information Design	156	40.52%	7,022	2.40%
Media/Technology Art/Design	142	36.88%	10,740	3.68%
Crafts/Cultural Art/Design	129	33.51%	6,831	2.34%
Media Production	90	23.38%	4,773	1.63%

Media Studies	82	21.30%	6,245	2.14%
Art Advanced Placement	69	17.92%	1,216	0.42%
Art/Design History	68	17.66%	2,355	0.81%
Architecture/Environmental Design	53	13.77%	2,498	0.86%
Product/Industrial Design	52	13.51%	2,478	0.85%
Film Studies	33	8.57%	2,401	0.82%
Experience/Event/Interactive Design	23	5.97%	2,037	0.70%
Art (CAPP)	9	2.34%	393	0.13%

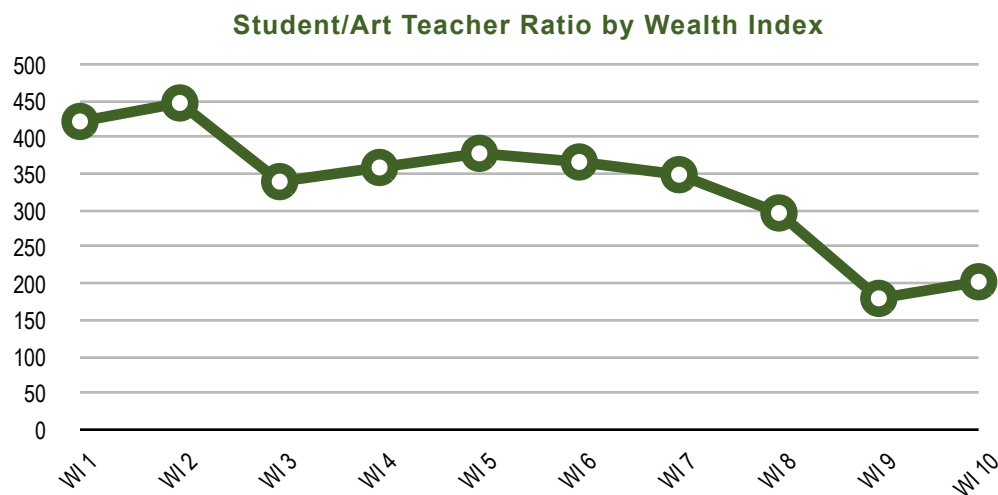
Student/Art Teacher Ratio

There are 901 Art Teachers with assignments in District Grades 9-12. This creates a statewide Student / Art Teacher ratio of 324 to 1 for this grade range. The same trend demonstrated in District Grades 6-8 Student/ Art Teacher ratio is present at the District Grades 9-12 level – the more rural a community, the lower the ratio. District Grades 9-12 in the most urban settings have the highest Student/ Art Teacher ratio – 433 to 1 (Locale 11). The most rural school districts have the lowest at 152 to 1 (Locale 43).



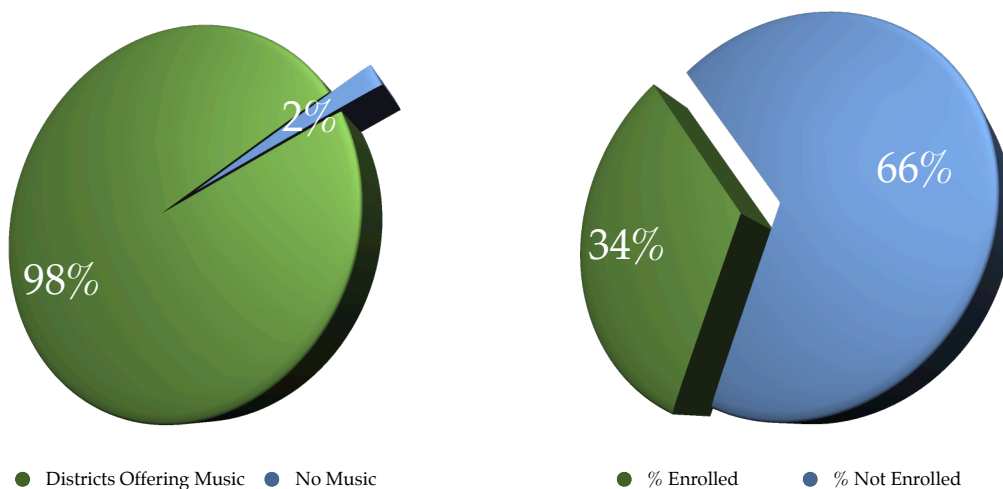
Effects of Wealth Index

When exploring the relationship between the Wealth Index of Districts and Student / Art Teacher ratios, a similar trend appears. Schools in more affluent communities have a higher Student / Art teacher ratio than schools in less affluent communities. WI 1 represents the most affluent districts and WI 10 represents the least affluent districts.



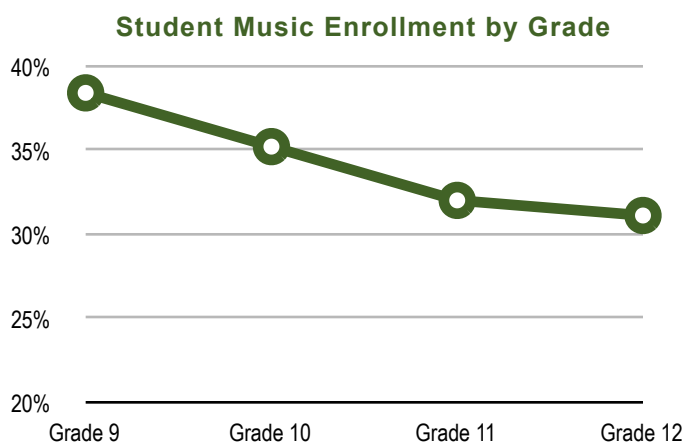
MUSIC – GRADES 9-12

Access to Music in District Grades 9-12 is nearly universal. However, participation levels continue to decline significantly as students progress through grades.



98.2% of all school districts (378 of 385) offer courses in Music to students in grades 9-12.

In this grade range 98.8% of all students have access to music programs, yet only 34% of all students (100,417) across the state are enrolled in these programs. Since this number may include students who are enrolled in more than one music course the actual percentage is most likely lower.

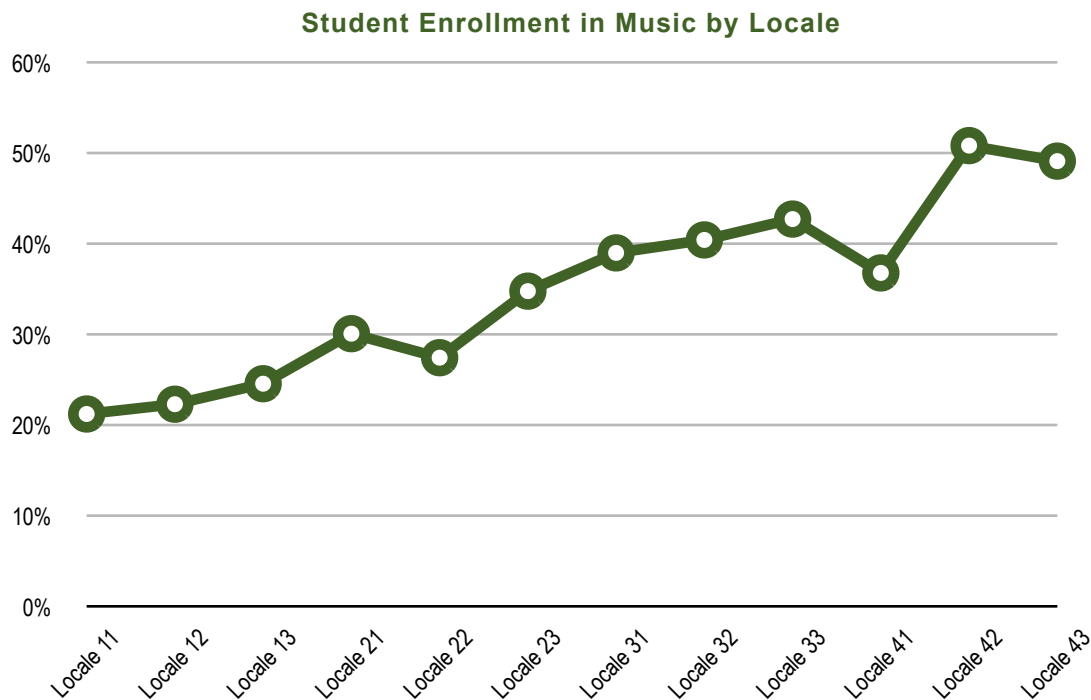


Declining Enrollment

When looking at the District Grades 9-12, 38.5% of all 9th grade students are enrolled in a music course, a dramatic decline from 8th grade participation (65.5%). The percentage continues to decline with each grade, falling to 35.3% in grade 10 (a decline of 8%), and to 32.1% by grade 11 (a decline of 9.3%). Participation remains nearly level in grade 12 at 31.4%. The total decline of the percentage of student participation between the 9th and 12th grades is 23%.

The Effect of Locale on Enrollment

As noted previously, a high percentage of student enrollment is a key indicator of a successful program. This percentage allows for comparisons of all schools regardless of size or location. When comparing student enrollment to Locale designations, we find that districts in and around urban areas have the lowest percentage of student enrollment at 21.4% (Locale 11) versus rural communities where the average more than doubles, reaching 50% (Locale 43). As shown in the data for District Grades 6-8 music courses, the more rural a school district, the higher the percentage of student enrollment in Music. A higher percentage is preferable.



Music Course Offerings and Enrollment

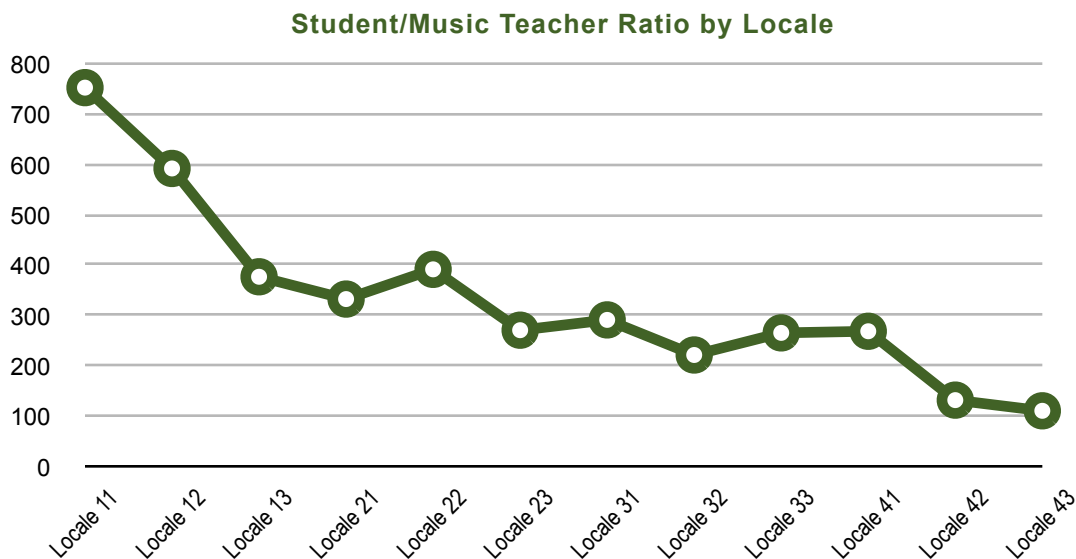
98% of all District Grades 9-12 with music courses provide more than one music course, with 62% offering four or more different courses. Concert Band, Chorus and Choir are the most widely available courses with the greatest enrollment. The following chart shows the breakdown for each music course offering including the number of districts providing the course, the percentage of districts offering, the number of students enrolled and the percentage of students participating.

Music Course Offerings in District Grades 9-12

Course	# of Districts	% of Districts	Music Enrollment	% of All Students
Concert Band	361	93.77%	37,567	12.86%
Chorus	244	63.38%	17,536	6%
Choir	241	62.60%	22,348	7.65%
Stage Band/Jazz Ensemble	118	30.65%	3,735	1.28%
Music Theory/Composition	111	28.83%	1,921	0.66%
Other Music	96	24.94%	3,448	1.18%
Orchestra	80	20.78%	7,479	2.56%
Swing Choir/Vocal Jazz	79	20.52%	2,276	0.78%
Music History/Appreciation	48	12.47%	1,699	0.58%
General Music	27	7.01%	778	0.27%
Guitar/Fretted	20	5.19%	596	0.20%
Keyboard	20	5.19%	431	0.15%
Music Advanced Placement	17	4.42%	208	0.07%
Madrigal	12	3.12%	314	0.11%
Handbells	5	1.30%	59	0.02%
Music (CAPP)	1	0.26%	22	0.01%

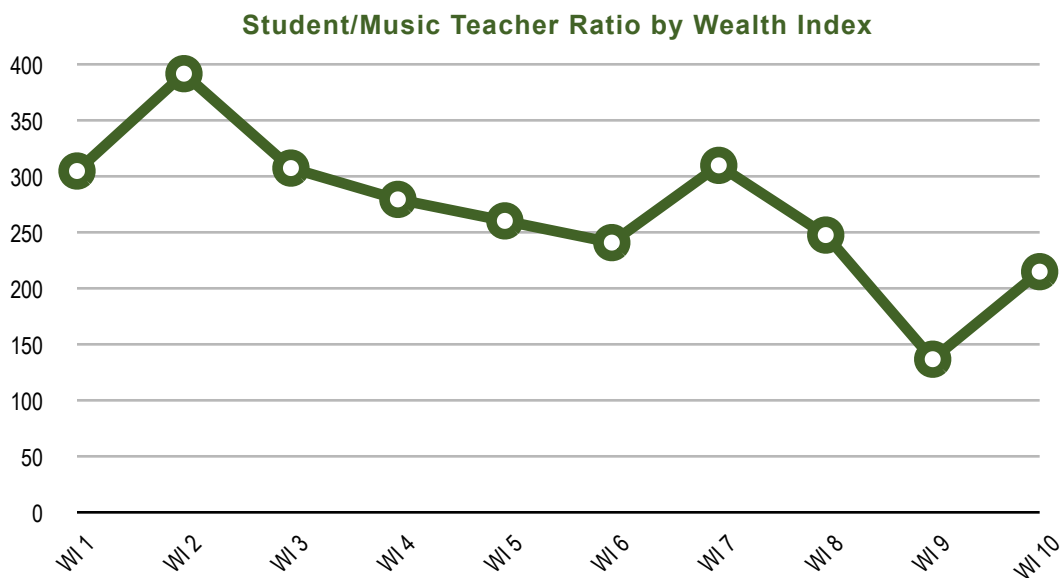
Student/Music Teacher Ratio

There are 1,104 Music Teachers with assignments in District Grades 9-12 where Districts reported music enrollment. This creates a statewide Student/Music Teacher ratio of 261 to 1. School Districts in the most urban settings have the highest Student/Music Teacher ratio – 755 to 1 (Locale 11). The most rural School Districts have the lowest – 113 to 1 (Locale 43). The lower ratio is preferable.



Effect of Wealth Index

A similar relationship appears when we compare Student/Music Teacher ratios across the Wealth Index. Less affluent communities have lower Student/Music Teacher ratios (WI 9 and 10) than more affluent communities (WI 1 and 2).



THEATER – GRADES 9-12

As observed in District Grades 6-8, Theater offerings at the District Grade 9-12 level are less likely to be available to students. Where Theater is offered, it consists of three courses: Drama, Play Production and Theater.

Of the 385 Districts with grades 9-12 enrollment, 140 Districts (36.4%) offer theater courses. The total student population of these districts is 123,826 students (42.4% of the total population statewide). Of the students with access, only 10.5% of students (13,024) actually participate. Less than 5% (4.5%) of all students in these grade levels participate in Theater.

Of the 140 districts that reported offering theater courses 83 offer Drama, 66 offer Theater, and 41 districts provide Play Production/Stage Craft. Only 29% of districts offering theater courses reported offering more than one.

Course	# of Districts	% of Districts	Theater Enrollment	% of All Students
Drama	83	21.56%	3153	1.08%
Theater	66	17.14%	5026	1.72%
Play Production/Stagecraft	41	10.65%	4845	1.66%

Regarding the issue of access, 63.6% of all districts (245) provide NO ACCESS, leaving 57.6% of all students (168,274) with no access to theater instruction of any type.

DANCE – GRADES 9-12

Dance in District Grades 9-12 is nearly non-existent. Only 2.6% of Districts from across the entire state – a total of only ten districts – reported offering Dance. They are: Appleton Area, Chippewa Falls Area, Clintonville, Eau Claire Area, Kenosha, Kettle Moraine, Madison Metropolitan, Merrill, Milwaukee and Oconomowoc. Only 19.2% of all students have access to dance courses, meaning that 80.8% of all students do not have access. As a result, less than 1% (0.72%) of all students in this grade range (2,105 students) actually participate. Students in four Districts (Appleton, Eau Claire, Kenosha and Milwaukee) make up 77% of the total statewide dance enrollment.

Regarding access, 97.4% of all districts (375) provide NO ACCESS, leaving 80.8% of all students (235,965) with no access to Dance instruction of any type.

Trends Over Time for Arts Education

Background

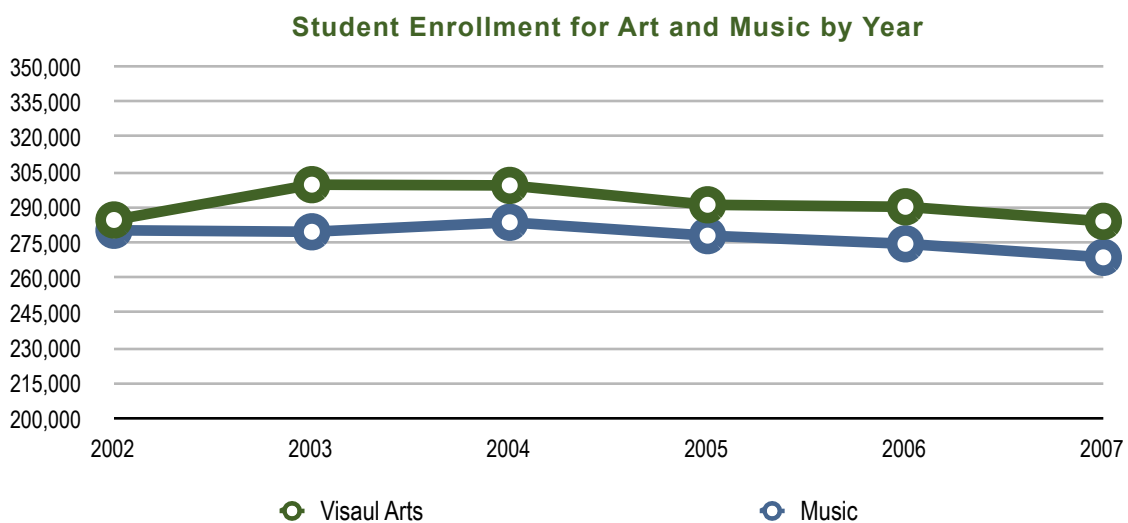
To attain a better understanding of the condition of Arts Education in Wisconsin, a review of Department of Public Instruction (DPI) data over several years was conducted to provide additional insight for consideration. The key points for analysis are student enrollment in courses for each discipline, the percentage of total student participation, and how these two factors change over time. The DPI provided to this project course enrollment data for all four arts disciplines from the 1999/2000 through the 2006/2007 school years. For the purposes of this review, the time frame being explored is the six school years 2001/2002 through 2006/2007.

Total course enrollment in the Grades 6-12 level for each of the four arts disciplines is as follows:

Subject	2002	2003	2004	2005	2006	2007
Visual Arts	285,096	300,142	299,817	291,563	290,705	284,505
Music	280,707	280,063	284,109	278,419	274,934	269,177
Theater	17,422	16,760	15,136	16,202	13,895	16,331
Dance	3,487	2,867	4,015	3,800	3,156	4,045

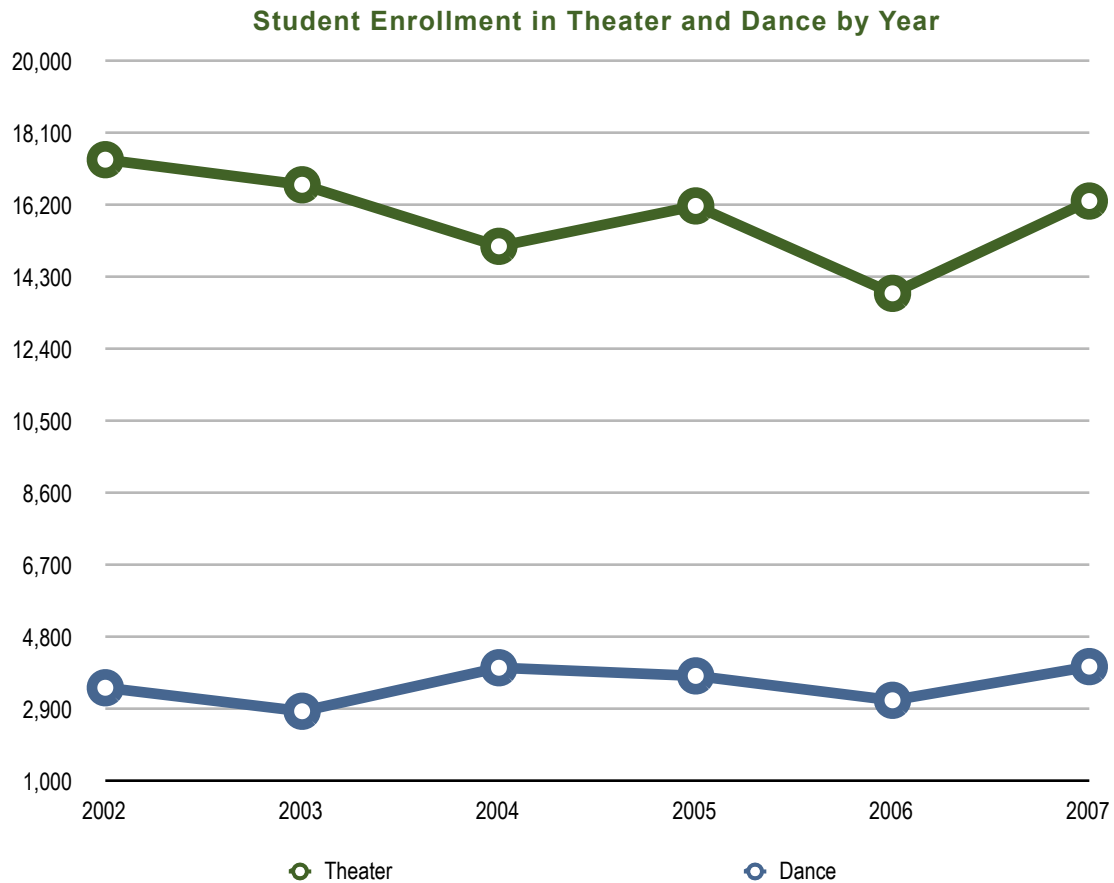
Art and Music

While the total student enrollment in grades 6 through 12 remained level during this period, the enrollment in Art courses has declined 5.2% from the peak enrollment in 2003. Enrollment in Music has declined 5.3% from the peak year of 2004.



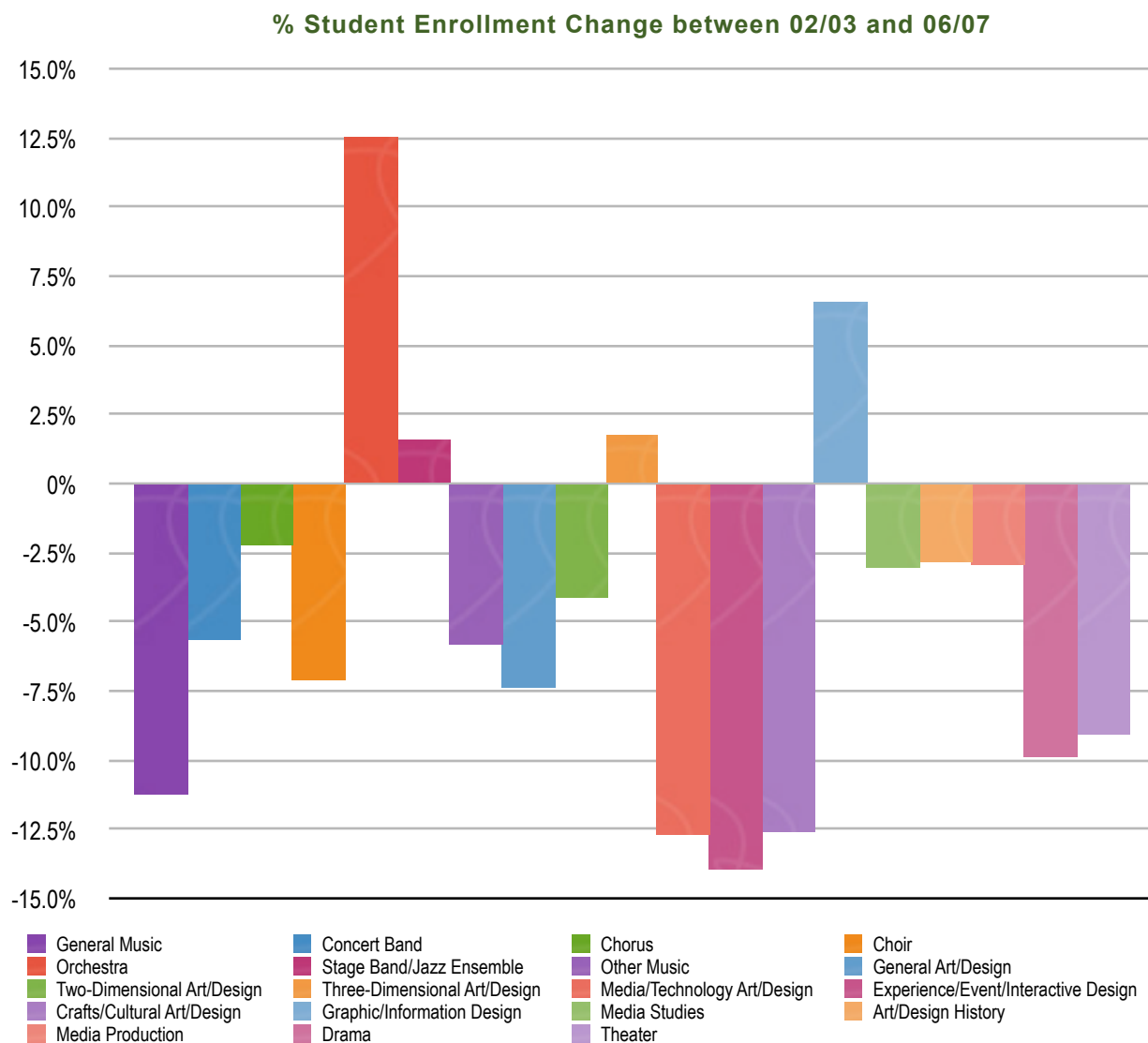
Theater and Dance

Theater initially declined and then rebounded slightly, with a net decline of 2.6% since 2003 with a student participation rate of 3.4%. Dance enrollment has increased 41% from 2003 through 2007 but student participation remains at less than 1% of total student enrollment.



Individual Courses

When courses with an enrollment of 5000 students or more are examined, the overall trend line shows student participation declining. When comparing the percentage of student enrollment in each course (course enrollment divided by the total student population in grades 6 through 12) between the 2002/2003 and 2006/2007 school year the decline in student participation becomes clear. The chart below shows the percentage change in student enrollment during this period for the major course areas:



This particular finding should be cause for concern. Something is occurring to reduce course enrollments and overall participation. The long term trend is showing a continual decline. The cause of this decline should be the focus of additional investigation to develop strategies to stop the decline and reverse the trend. A continued decline may lead to significant erosion to programs across the state.

Appendix 1: Wisconsin Educational Standards for the Arts

Arts Education in Wisconsin is required by educational standards established by the state. The following are excerpts of the Wisconsin Statute providing the relevant requirements for Arts Education and are excerpted here.⁸

The 20 education standards fulfill a state constitutional requirement. Article X of the Wisconsin Constitution requires that the legislature create school districts “as nearly uniform as possible.” The 20 standards focus on children, assuring that youth in Wisconsin have opportunities for quality education. By establishing minimum expectations for every district’s education program, the standards signal the clear intent of the state that opportunities and services will be provided to all children, regardless of where they reside. Districts are expected to meet the requirements of each standard as well as the provisions of the administrative code that further define each standard.

Standard (j) – Health, Physical Education, Art, and Music

Ensure that instruction in elementary and high schools in health, physical education, art, and music, is provided by qualified teachers.

**The school district board shall provide instruction in art and music as follows:*

121.02(1)-j-3. Art instruction shall be provided in accordance with a written comprehensive art curriculum which is based on concepts developed through sensory awareness, aesthetic discrimination and skill development in the creation of art, and the knowledge of human art heritage. Art instruction shall be provided for all pupils in grades kindergarten through 6 and shall be performed by or under the direction of a licensed art teacher. Art instruction shall be available to all pupils in grades 7 through 12 and shall be taught by a licensed art teacher.

121.02(1)-j-4. Music instruction shall be provided in accordance with a written comprehensive music curriculum including developmental experiences involving singing, playing instruments, listening, movement, creative expression, and music reading. Music instruction shall be provided for all pupils in grades kindergarten through 6 and shall be performed by or under the direction of a licensed music teacher. Music instruction including general music, vocal music, and instrumental music shall be available to all pupils in grades 7 through 12 and shall be taught by a licensed music teacher.

Editors Note: When grade 6 is situated in a middle school configuration, the 6th grade music requirement may be satisfied through any one of the offerings included in the middle level music curriculum.

High School Graduation Requirements

There is no specific graduation requirement for arts education. The current requirement for High School graduation states:

“a school board may not grant a high school diploma to any pupil unless the pupil has earned: a) In the high school grades, at least 4 credits of English including writing composition, 3 credits of social studies including state and local government, 2 credits of mathematics, 2 credits of science and 1.5 credits of physical education, and b) in grades 7 to 12, at least 0.5 credit of health education.”

⁸ The Standards as they apply to arts education covered in this report are under Wisconsin Statute 121.02(1)

Appendix 2: 2006-07 DPI Course Descriptions for Arts Education

ART, DESIGN and MEDIA EDUCATION

Architecture/Environmental Design (121-280): Any course involving design of spaces like architecture, landscape, interior design or exhibit design.

Art Advanced Placement (200-040): to be dropped in 2009 An advanced level course in art, following the basic guidelines of the College Board Advanced Placement program.

Art (CAPP) (205-040): A college or university advanced level art course offered at a high school and available to students for college credit through arrangement with a specific college or university.

Art/Design History (121-281): Any primarily non-production course involving the study of art and/or design history, criticism, and/or aesthetics.

Crafts/Cultural Art/Design (121-282): Any course primarily related to crafts or art of various cultures like weaving, woodworking or stained-glass.

Experience/Event/Interactive Design (121-283): An art and design course involving interactive design such as festivals, theme parks, games, toys, and interactive media.

General Art/Design (121-284): Any general art course in which a broad spectrum of art and design are taught.

Graphic/Information Design (121-285): Any course primarily involving design for publications, advertising, or display.

Media/Technology Art/Design (121-286): Any course employing new media and technology like video, computer graphics, and web design.

Product/Industrial Design (121-287): Any course primarily involving design of products, fashion, and everyday objects.

Three-Dimensional Art/Design (121-289): Any course primarily devoted to three-dimensional forms like ceramics, art metal and sculpture.

Two-Dimensional Art/Design (121-288): Any course primarily devoted to flat media like drawing, painting, and printmaking.

Film Studies (122-700): Courses involving the history, language, and technique of film as an art form.

Media Production (122-710): Courses teaching the skills and strategies of visual and verbal media in print and electronic formats including websites, film, and video.

Media Studies (122-720): Study and analysis of print and electronic mass media including websites, film, periodicals, and video.

Note: Films Studies, Media Production and Media Studies are courses are reported under the English Language Arts category (122). The three relevant courses have been separated out and included here as part of Art, Design and Media Education based on the guidelines in place at the DPI for future teacher training.

MUSIC

Choir (125-035): A large vocal ensemble; selected members.

Chorus (125-030): A large vocal ensemble; general membership, non-select.

Concert Band (125-150): A large instrumental ensemble; includes symphonic band, symphonic winds, wind ensemble, etc.; either selected or non-selected membership.

General Music (125-170): A class especially designed for non-performers that investigates music from many perspectives; through performance, study, and creative activities, pupils develop basic musical skills and gain insights into the art of music.

Guitar/Fretted Instrument (125-180): Study of performance on fretted instruments in which performance is used to gain comprehensive musical understandings and skills.

Handbells (125-190): A class using handbells as a performing medium.

Keyboard (125-175): A piano/keyboard class or lab.

Madrigal (125-045): A medium-sized vocal ensemble; select group performing mainly renaissance and baroque music in madrigal style.

Music Theory Advanced Placement (200-045): A course which adheres to the basic College Board guidelines for Advanced Placement Music Theory.

Music (CAPP) (205-045): A college or university advanced level course offered at a high school and available to students for college credit through arrangement with a specific college or university.

Music History/Appreciation (grades 7 - 12) (125-195): A class using a mix of performing, listening, responding, and creating activities designed to further a pupil's knowledge, comprehension, and appreciation of various types and styles of music and their historical setting.

Music Theory/Composition (125-260): A study of basic music theory, musical skills, and composition.

Orchestra (125-165): A large instrumental ensemble; includes strings-only groups as well as those with winds and percussion.

Stage Band/Jazz Ensemble (125-160): A group that performs general jazz repertoire.

Swing Choir/Vocal Jazz (125-040): A small to medium vocal ensemble performing music in pop and/or jazz styles.

Other Music (125-999): Include other organized subject matter emphasized in music that is not listed.

DANCE

Dance (125-700): Classes in which students learn to use the movement of the body through space as means of expression. This includes jazz and modern dance and involves students in both creating and performing movement sequences.

Note: Dance instruction is reported under the Music category (125) but has been separated from the music category and treated as a discreet discipline for the purposes of this report.

THEATER

Drama (122-322): Courses focusing on dramatic literature and skills.

Play Production/Stagecraft (122-640): Classes in which students learn the technical aspects of theater production and stage management by designing and performing formal and informal dramatic works.

Theater (122-600): Classes, in which students create, perform, analyze and critique dramatic performances.

Note: Theater courses are reported under the English Language Arts category (122). The three relevant courses have been separated out and treated as a discreet discipline for the purposes of this report.

OMITTED COURSES

The following courses have been added to the course descriptions for the 2007-08 school year. Since this report covers course offerings during the 2006-07 school year this data was not yet available for review. The inclusion of these course descriptions is for informational purposes only.

Art History Advanced Placement (200-050) added 2008: A course in which students examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. They learn to look and analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way.

Art International Baccalaureate (210-001) added 2008

Studio Art 2-D Advanced Placement (200-073) added 2008: A course providing instruction geared toward producing a 2-D design portfolio.

Studio Art 3-D Advanced Placement (200-074) added 2008: A course providing instruction geared toward producing a 3-D design portfolio.

Studio Art Drawing Advanced Placement (200-075) added 2008: A course providing instruction geared toward producing a drawing portfolio.

Music International Baccalaureate (210-017) added 2008

Theatre Arts International Baccalaureate (210-025) added 2008

Appendix 3: New Urban-Centric Locale Codes

"Locale codes" are derived from a classification system originally developed by NCES in the 1980's to describe a school's location ranging from "large city" to "rural." The codes are based on the physical location represented by an address that is matched against a geographic database maintained by the Census Bureau. This database is the Topographically Integrated and Geographically Encoded Referencing system, or TIGER.

In 2005 and 2006, NCES supported work by the Census Bureau to redesign the original locale codes in light of changes in the U.S. population and the definition of key geographic concepts.

The new locale code system includes four major categories: city, suburban, town, and rural. Cities and suburbs are further divided into categories of small, mid-size, or large. Towns and rural areas can be characterized by their proximity to an urbanized area as fringe, distant, or remote. The codes used in this report are:

11 - City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.

12 - City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

13 - City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

21 - Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

22 - Suburb, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

23 - Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.

31 - Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

32 - Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

33 - Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.

41 - Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

42 - Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

43 - Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

Appendix 4: Wealth Index

For analytical purposes a Wealth Index is used to compare the economic condition of a school, district or community to other data points to look for relationships between economic status and other measures. The Wealth Index below is from the National Arts Education Research Database compiled by Music for All and MTD Marketing. The Wealth Index is comprised of the average household income for the area being measured

INDEX NUMBER	AVERAGE HOUSEHOLD INCOME
WI 1	\$71,418
WI 2	\$51,208
WI 3	\$44,412
WI 4	\$39,821
WI 5	\$36,391
WI 6	\$33,474
WI 7	\$30,975
WI 8	\$28,509
WI 9	\$25,786
WI 10	\$20,228

About the Project Partners

Arts Wisconsin is the state's arts service, advocacy and development organization; the only statewide organization advocating and speaking up for all the arts in Wisconsin, working at the intersection of the arts and culture, civic engagement, educational enhancement, and economic advancement and providing advocacy, education, professional development, leadership training, information and resources for Wisconsin's arts industry. www.artswisconsin.org

The **Wisconsin Alliance for Arts Education** is a statewide organization that promotes arts education for all students in Wisconsin pre K- 12th grades by advocating for pre K-12 sequential arts education; promoting sharing of school and community resources, and integration of the arts with other disciplines. www.waae.org

The **Wisconsin Department of Public Instruction** is the state agency dedicated to providing a quality education for every Wisconsin student. www.dpi.state.wi.us.

The **Wisconsin Arts Board** is the state agency dedicated to supporting the arts and arts education and connecting culture, creativity, community and commerce throughout Wisconsin. Since 1973, the Arts Board has supported artists and arts organizations with funds from the state legislature and the National Endowment for the Arts. www.artsboard.wisconsin.gov

Music for All is the leading music and arts education research, public policy and advocacy organization in the nation. Music for All has pioneered research methodology to examine the status and condition of music and arts education programs across the nation. Ground-breaking reports released by the organization in California (*The Sound of Silence - The Unprecedented Decline of Music Education in California Public Schools*, 2004), New Jersey (*Within Our Power - The Progress, Plight and Promise of Arts Education for Every Child*, 2007) and now Wisconsin have been catalysts for bringing music and arts education programs back into public schools serving several million children. www.musicforall.org